CAMBRIDGE OCR

Level 3 Alternative Academic Qualification Cambridge Advanced National in Mental Health: Individuals and Society

H198 Unit F401: Mental health, wellbeing and society

Sample Assessment Material (SAM)

Time allowed: 1 hour 15 minutes

No extra materials are needed.

Please write clearly in black ink. **Do not write in the barcodes.**

Centre number | | | | | | Candidate number | | | | |

First name(s) _____

Last name _____

Date of birth | D | D | M | M | Y | Y | Y | Y |

INSTRUCTIONS

- Use black ink.
- Write your answer to each question in the space provided. You can use extra paper if you need to, but you must clearly show your candidate number, the centre number and the question numbers.
- In the live exam there might be lined pages at the end of the question paper for you to use if you need extra space. Remember, you must clearly show the question numbers.
- Answer **all** the questions.

INFORMATION

- The total mark for this paper is **50**.
- The marks for each question are shown in brackets **[ ]**.
- This document consists of **12** pages.

ADVICE

- Read each question carefully before you start your answer.

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Answer all questions

1

(a) State **two** demographic variables that make up a society.

1 .....

2 ..... **[2]**

(b) Describe what is meant by an online community.

.....

.....

.....

.....

[2]

(c) State what is meant by a social norm.

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[1]

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2 Kofi goes on holiday regularly. He gets ideas about the best places to visit and where to go next from celebrities he follows on social media.

When he is on holiday Kofi posts photos on his social media account. He spends a lot of time making sure his photos look good and that he looks happy in them. He likes it when his posts make it look like his holiday is better than those of friends he follows on social media.

(a) Explain **one** example of **downward** social comparison in the scenario above.

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[2]

(b) Explain **one** example of **upward** social comparison in the scenario above.

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[2]

(c) Explain **one** way that the spreading of misinformation on social media can affect the mental health and wellbeing of society.

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[2]

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3 Discuss how far you agree with this statement:

News programming only has a negative impact on mental health and wellbeing.

In your answer you **must** write about:

- the ways that you agree with the statement
- the ways that you do **not** agree with the statement
- **how far overall** you agree **and** your reasons.

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[6]

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4 Gabi and Ben are from different ethnic backgrounds. They have both been experiencing feelings of anxiety. They each had appointments with the same doctor and are discussing what happened.

Gabi was happy with how her appointment went. She praised the doctor, saying how kind she was.

"The doctor knew exactly what I was talking about and made me feel so much better. She prescribed some medication to help me cope with my anxiety and improve my mental health. She thinks I may need counselling, and is going to see me again soon to check how I am. She also said that I should try to meet up with some people from Jamaica where I come from, for support."

Ben was very surprised. "The doctor was nothing like that with me at my appointment," he said. "She asked about my drinking and exercise habits. She said I was probably not getting enough sleep due to drinking too much alcohol in the evenings. She told me to cut down on drinking and get more exercise. She didn't mention mental health to me."

(a) Describe what is meant by stereotyping.

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[2]

(b) Explain how bias and stereotyping might have led to the differences in the doctor's advice to Gabi and Ben.

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[6]

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5 Analyse the changes in approaches to care of people with mental health disorders from asylum reform (c.1800s) to current times.

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[6]

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6

(a) Explain **two** ways in which public health campaigns can help to address mental health issues.

1 .....

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2 .....

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..... **[4]**

(b) Explain **two** limitations of using public health campaigns to address mental health issues.

Limitation 1 .....

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Limitation 2 .....

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..... **[4]**

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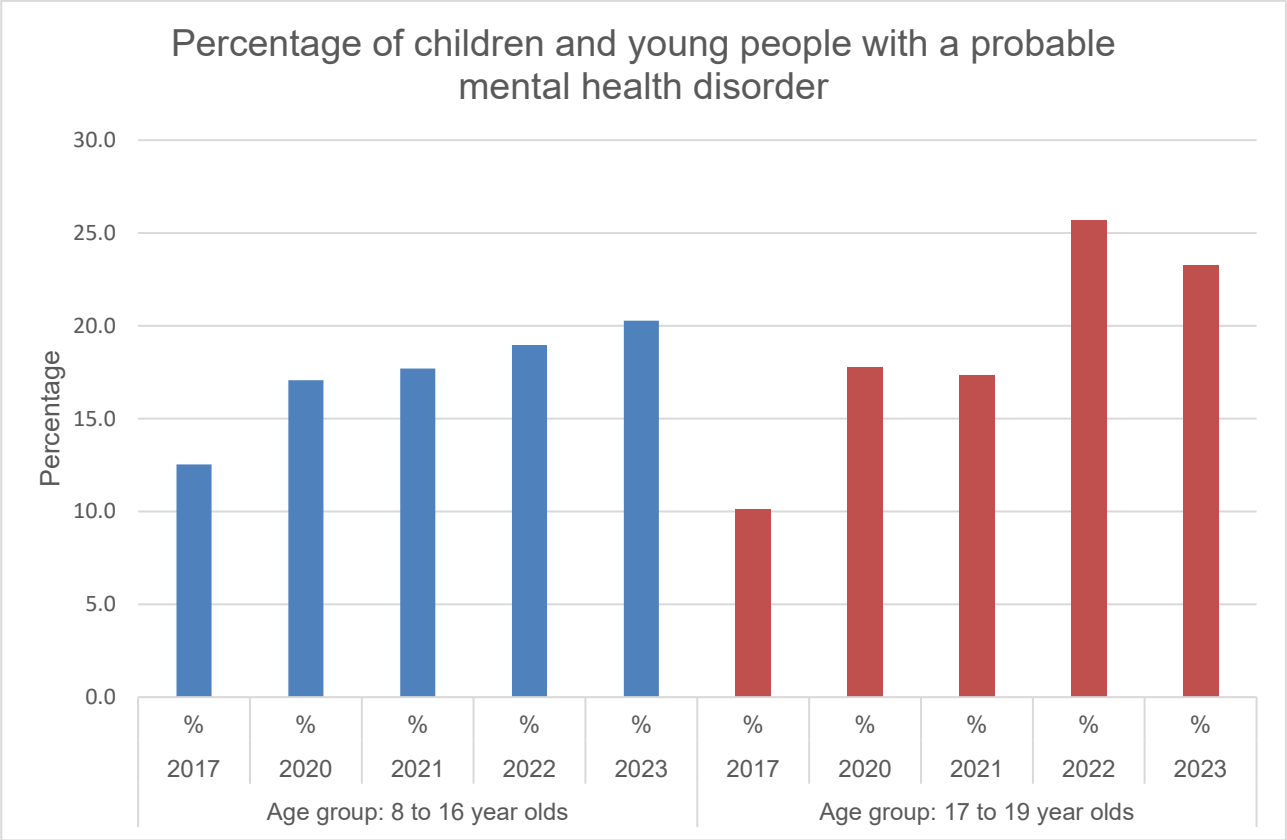
7 The graph shows the percentage of children and young people in England with a probable mental health disorder, by age group and year, between 2017 and 2023.



Source: NHS England Digital

(a) Which age group and year had the **highest** percentage of children and young people with a probable mental disorder?

Age group .....

Year ..... **[1]**

(b) Which age group and year had the **lowest** percentage of children and young people with a probable mental disorder?

Age group .....

Year ..... **[1]**

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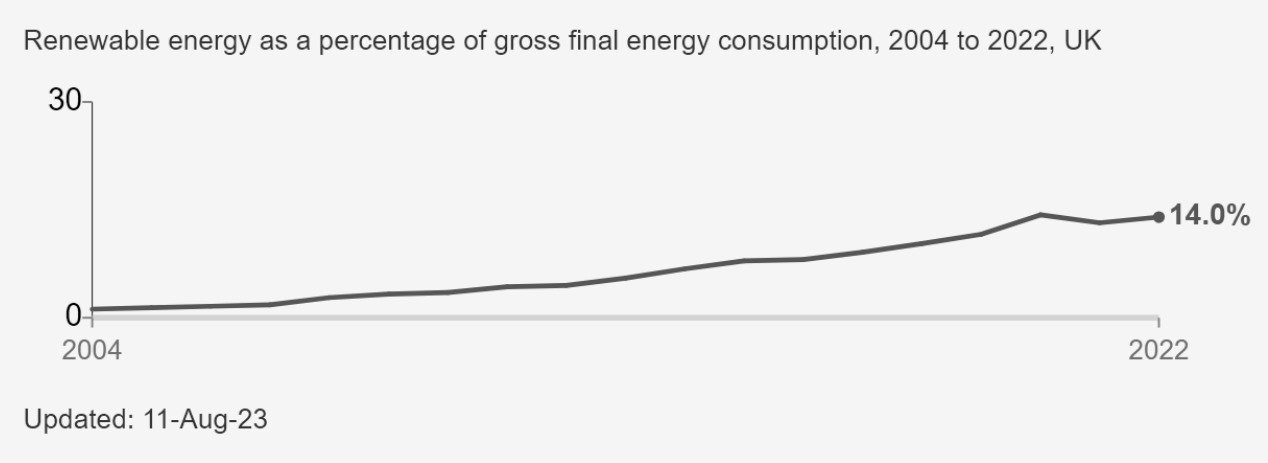
(c) State **three** possible reasons for the changes in the percentage of probable mental health disorders between 2017 and 2023.

1 .....

2 .....

3 ..... **[3]**

8 The graph below shows the change in the level of renewable energy used in the UK over time.
It is taken from the **environment** category of the UK Measures of National Wellbeing Dashboard.



Source: Digest of UK Energy Statistics

(a) Explain how the changes shown in the graph might have impacted on national wellbeing levels from 2004 to 2022.

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[3]

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(b) Another category in the UK Measures of National Wellbeing Dashboard is **personal finance**.

Explain how the **personal finance** category can be used as an indicator of national wellbeing levels.

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[3]

END OF QUESTION PAPER

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This is sample assessment material for our specification. It is to help show how the live assessment materials will look. During the lifetime of the qualification you might see small adjustments to the assessment materials. This is part of continuous improvement, designed to help you and your students. We recommend you look at the most recent set of past papers where available.

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Level 3 Alternative Academic Qualification Cambridge Advanced National in Mental Health: Individuals and Society

H198 Unit F401: Mental health, wellbeing and society

Sample Assessment Material (SAM)

Mark scheme

This document has **11** pages.

SAMPLE

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Marking instructions

Crossed-out answers

If a student has crossed out an answer and written a clear alternative, do **not** mark the crossed-out answer.

If a student has crossed out an answer and **not** written a clear alternative, give the student the benefit of the doubt and mark the crossed-out answer if it's readable.

Multiple choice question answers

When a multiple choice question has only one correct answer and a student has written two or more answers (even if one of these answers is correct), you should **not** award a mark.

When a student writes more than one answer

1. Questions that ask for a set number (including 1) of short answers or points

If a question asks for a set number of short answers or points (e.g. **two** reasons for something), mark only the **first set number** of answers/points.

First mark the answers/points against any printed numbers on the answer lines, marking the **first** answer/point written against each printed number. **Then**, if students have not followed the printed numbers, mark the answers/points from left to right on each line and **then** line by line until the set number of answers/points have been marked. Do **not** mark the remaining answers/points.

2. Questions that ask for a single developed answer

If a student has written two or more answers to a question that only requires a single (developed) answer, and has **not** crossed out unintended answers, mark only the first answer.

3. Contradictory answers in points-based questions

When a student has written contradictory answers, do **not** award any marks, even if one of the answers is correct.

Levels of Response marking

1. To determine the level start at the highest level and work down until you reach the level that best describes the answer

2. To determine the mark within the level, consider the following:

Quality of the answer	**Award mark**
Consistently meets the criteria for this level	At the top of the level (6 and 9 mark questions)
Meets the criteria but with some inconsistency	At the middle of the level (9 mark questions)
On the borderline of this level and the one below	At the bottom of the level (6 and 9 mark questions)

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ANNOTATIONS

Annotation	Meaning
	Correct response
	Incorrect response
	Positive
	Negative
	Level 1
	Level 2
	Level 3
	Omission mark
	Benefit of doubt given (this annotation counts as a mark so do not tick as well)
	Contradiction
	Repeat
	Too vague
	Noted but no credit given

SAMPLE

MARK SCHEME

1a	
Max mark	2 **(PO1)**
Answer	Any two from: • Age • Ethnicity • Gender • Location • Level of education • Occupation • Socioeconomic status **Credit any other appropriate response**
Guidance	1 mark for each correct answer.

1b	
Max mark	2 **(PO1)**
Answer	A community whose members share common interests (1) and interact with each other primarily via the Internet (1). **Credit any other appropriate response.**
Guidance	Do **not** accept: • examples of online communities

1c	
Max mark	1 **(PO1)**
Answer	A social norm is an idea that has been created and accepted by people in society. **Credit any other appropriate response.**
Guidance	

2a	
Max mark	2 **(PO2)**
Answer	Up to **two** marks for a valid explanation. **One** mark for identification. **One** mark for explanation linked to the scenario. Kofi likes it when his holidays look better than the other people he follows on social media. This is an example of downward social comparison because he is taking pleasure (1) from feeling like he is better off than other people (1).
Guidance	Do **not** accept: • Kofi likes it when his holidays look better than the other people he follows on social media • comparing his posts to those of the people he follows • examples not related to the scenario

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2b	
Max mark	2 **(PO2)**
Answer	Up to **two** marks for a valid explanation. **One** mark for identification. **One** mark for explanation linked to the scenario. Kofi is using the ideas from celebrities' holidays to improve his own holiday experience. This is an example of upward social comparison because he is motivating himself to improve (1) by comparing himself to others who he sees as better off than he is (1).
Guidance	Do **not** accept: • Kofi is using the ideas from celebrities' holidays to improve his own holiday experience • examples not related to the scenario

2c	
Max mark	2 **(PO1)**
Answer	Up to **two** marks for a valid explanation. **One** mark for identification. **One** mark for explanation linked to mental health and wellbeing. Social media allows misinformation to spread rapidly (sometimes across several media platforms) (1). This can lead to escalating fear and panic in society and can contribute to heightened anxiety levels (1). Social media platforms can be used to spread misinformation in society related to health topics (such as promoting unproven treatments which may be unsafe) (1). This could be distressing/detrimental to mental health if the treatments are unsuccessful (1). Misinformation can create mistrust/dislike towards certain groups of people (1) leading to these groups feeling stigmatised and upset (1).
Guidance	Answers must link to mental health and wellbeing to achieve the second mark.

3	
Max mark	6 **(PO3)**
Levels of Response	**Level 3 (high) 5-6 marks** A **thorough** discussion which shows **detailed** evaluation, which includes: • a **range** of points from **both** sides of the argument • a **detailed** analysis in the context of the question • a **clear** conclusion(s) with **detailed** reasons • **consistent** use of appropriate subject terminology.

	Level 2 (mid) 3-4 marks

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	An **adequate** discussion which shows **sound** evaluation, which includes: • **some** points from **both** sides of the argument • **some** analysis in the context of the question • an **adequate** conclusion(s) with **relevant** reasons • **some** use of appropriate subject terminology. **Level 1 (low) 1-2 marks** A **basic** discussion which shows **limited** evaluation, which includes: • a **few** points from the argument • a **limited** analysis in the context of the question • a **brief** conclusion(s) with **limited** reasons • use of appropriate subject terminology is **limited**. **0 marks** Answer is **not** worthy of credit.
Indicative content	Answers can include some of the following: • the physiological and/or emotional effects of negative news programming • behaviours developed in response to negative news programming. • Reference to Gerbner's cultivation theory The negative impact of news programming: • Consuming news can activate the sympathetic nervous system, causing the body to release stress hormones such as cortisol and adrenaline. This can lead to physical symptoms (such as increased anxiety and trouble sleeping) when a crisis is happening and we are experiencing this stress response more frequently. • Constant streaming of news can provoke unhealthy habits such as 'doom-scrolling' websites and social media feeds. It can also lead to media saturation/overload. This can cause stress and anxiety, especially if the news is about topics that the individual feels they have no control over. • News with a negative focus is more likely to lead to low mood and is also more likely to exacerbate your own personal worries and anxieties. The positive impact of news programming: • Allows us to witness important events in real time and can create a shared national experience. • Positive news story can increase positive emotions, improving mood. • News can educate and inform us about the world, helping us to make informed decisions and understand events, which can help alleviate worries about them. • Positive news stories about people and communities can foster a sense of connection and empathy.

SAMPLE

	• Positive news can inspire us to take action, whether that's getting involved in a cause we care about or making changes in our own lives. Students might conclude that they fully or partly agree or disagree with the statement. Any approach is acceptable but must be supported with reasoning. For example: • Students might conclude that news programming tends to focus on negative news stories, but that there are also positive stories, and the extent to which it impacts mental health and wellbeing can depend on the individual. **Credit other relevant conclusions, points and examples.**

4a	
Max mark	2 **(PO1)**
Answer	Stereotyping is categorising a group of people according to set of characteristics (1) that are oversimplified and widely held, but not necessarily accurate (1). **Credit any other appropriate response.**
Guidance	Do **not** credit examples of stereotyping.

4b	
Max mark	6 **(PO2)**
Levels of Response	**Level 3 (high) 5-6 marks** A **clear** and **thorough** explanation, which includes: identification of a **range** of **relevant** points that are explained **detailed** knowledge and understanding in the context of the question **consistent** use of appropriate subject terminology. **Level 2 (mid) 3-4 marks** An **adequate** explanation, which includes: identification of points that are **mostly relevant** and sometimes explained **sound** knowledge and understanding in the context of the question **some** use of appropriate subject terminology. **Level 1 (low) 1-2 marks** A **basic** explanation, which includes: identification of at least one point with **basic** explanation attempted **limited** knowledge and understanding in the context of the question use of appropriate subject terminology is **limited**. **0 marks** Answer is **not** worthy of credit.

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Indicative content	Answers can include some of the following: Stereotyping is an assumption about the patient based on individual characteristics. The doctor could have made assumptions about Gabi and Ben based on their genders and/or ethnicities. The doctor could be stereotyping based on gender – for example she may believe that because Ben is a man, he is mentally stronger than Gabi. That the doctor is using bias (conscious or unconscious) to confirm diagnosis, e.g. women are more likely to be diagnosed with mental health disorders and so Gabi's anxiety is recognised. Anxiety in men is not confirming the doctor's bias and so does not consider it as a diagnosis for Ben. The difference may be linked to the doctor's biases based on Gabi and Ben's different ethnicities. **Credit other relevant conclusions, points and examples.**

5	
Max mark	6 **(PO3)**
Levels of Response	**Level 3 (high) 5-6 marks** A **thorough** analysis, which includes: identification of a **range** of characteristics or elements **detailed** knowledge and understanding in the context of the question **clear** explanation **consistent** use of appropriate subject terminology. **Level 2 (mid) 3-4 marks** An **adequate** analysis, which includes: identification of **some** characteristics or elements **sound** knowledge and understanding in the context of the question **adequate** explanation **some** use of appropriate subject terminology. **Level 1 (low) 1-2 marks** A **basic** analysis, which includes: identification of **at least one** characteristic or element **limited** knowledge and understanding in the context of the question **basic** explanation use of appropriate subject terminology is **limited**. **0 marks** Answer is **not** worthy of credit.

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Indicative content	Answers can include some of the following: Attitudes began to change in 1800s from the early asylums to recognising that mental health disorders needed compassionate treatment. The moral treatment system of a calm environment was introduced in Asylums in the 1800s. In the early 1900s there was increasing recognition of mental health disorders. People with mental health disorders were treated as patients (in a similar way to people with physical health issues). Less focus on moral treatment due to overcrowded hospitals. In the 1900s, psychotherapy and psychopharmacology (medication) began to be used as treatments. Since then there has been a shift of focus from care in institutions to the community. There is a now a wide variety of treatments available for people with mental health disorders. Current approaches focus on person-centred and community-based care. **Credit other relevant conclusions, points and examples.**

6a	
Max mark	4 **(PO1)**
Answer	Up to **two** marks for each valid way. **One** mark for identification. **One** mark for explanation. Raise awareness of specific issues [1]. This can promote open conversations and lead to more people seeking help with their mental health [1]. Improve understanding of the signs of mental health issues so that people are more able to identify them [1]. They will be more likely to seek help and access resources [1]. Help to reduce the stigma associated with mental health issues [1]. Better awareness can lead to greater empathy and acceptance amongst people in society [1]. **Credit any other appropriate response.**
Guidance	

SAMPLE

6b	
Max mark	4 **(PO1)**
Answer	Up to **two** marks for each valid limitation. **One** mark for identification. **One** mark for explanation. Public health campaigns only deliver very broad messages [1]. Mental health issues are often complex and specific to individuals [1]. Public health campaigns may not reach all groups in society equally [1]. Certain groups may have limited access to campaign messages [1]. Encouraging behaviour change is complex, especially with a sensitive issue such as mental health [1]. Public health campaigns alone may not lead to sustained positive actions amongst members of society [1]. **Credit any other appropriate response.**
Guidance	

7a	
Max mark	1 **(PO2)**
Answer	Age group: 17 to 19 year olds Year: 2022
Guidance	Correct answer only. Must include both age group and year to achieve the mark.

7b	
Max mark	1 **(PO2)**
Answer	Age group: 17 to 19 year olds Year: 2017
Guidance	Correct answer only. Must include both age group and year to achieve the mark.

7c	
Max mark	3 **(PO1)**
Answer	One mark for each correct reason. Any three from: • Changes in attitudes to mental health and willingness to seek help • Impact of public health campaigns • Current societal issues • Changes in levels of mental health support **Credit any other appropriate response.**
Guidance	Accept specific examples of relevant societal issues or events.

SAMPLE

8a	
Max mark	3 **(PO2)**
Answer	One mark for each correct point made. The graph shows an increase in the amount of renewable energy used over time [1]. This is a positive change for the natural environment. Positive changes in the natural environment should improve quality of life in society [1] and this should lead to improvements in wellbeing [1]. **Credit any other appropriate response.**
Guidance	

8b	
Max mark	3 **(PO1)**
Answer	One mark for each correct point made. The personal finance category shows how households and individuals are managing financially [1]. Finances influence many aspects of peoples' lives - for example, if people are having difficulty managing financially and struggling to pay bills this could be a stressful experience [1]. Stress has a negative impact on (the different elements of) wellbeing [1]. The personal finance category includes information on the gender pay gap [1]. This shows the difference in pay for men and women working in the same job [1]. If people perceive that they are being paid unfairly, this will have negative impact on their mental wellbeing [1]. **Credit any other appropriate response.**
Guidance	

SAMPLE

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